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ABSTRACT

This paper describes an elementary school's attempts to give its students a "moral education." The school's program emphasized participation and discussion while stressing rules and principles of cooperation, trust, community, autonomy, and self-reliance. School personnel initiated a more democratic environment by moving the locus of disciplinary control from adults to students, as based upon the latter's moral judgment. The school's Honor Code was rewritten in a simpler format so that even those children in kindergarten could understand it. Each child, parent, and teacher then signed the Honor Code which became the school's constitution. Additionally, during the first week of school, each class wrote its own constitution following lengthy discussion and a vote by class members and the teacher. Writing the class constitution and conducting regular class meetings formed the foundation for the democratic classroom. The paper discusses some particular issues raised with the inception of the constitutions and explains how the classes resolved their problems. The administration's commitment to such a program was important and the school psychologist may play a vital role in aiding the program. Ten exhibits in the back provide examples of the Honor Code, student questionnaires, class constitutions, and strategies for behavior management. (RJM)

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DEMOCRACY AS DISCIPLINE

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Washington Episcopal School

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Paper presented at the National Association of School Psychologists Conference
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DEMOCRACY AS DISCIPLINE

Ellen C. Bien, Ph.D Susan S. Stern, M.A.

Washington Episcopal School

The Statement of Philosophy accepted by the Board of Trustees of Washington Episcopal School at its founding in May of 1986, stressed the school's need to foster a nurturing environment in which, "we strive to enable each student to discover those unique qualities on which to build the confident self-image and character which will help them all go forth joyfully as contributors in the world". In the formative years of this small, independent school in the Washington, D.C. metropolitan area, focus continued to be centered around two areas: providing an enriched and stimulating academic curriculum and finding ways to develop the whole child by encouraging a spiritual and moral character. Equally important as goals was to graduate the sixth-grade student who had strong basic academic skills along with the qualities of leadership, caring, responsibility, and respect that would enable them to embrace new challenges and serve as positive models in their new schools. Along with rewards for academic mastery, and excellence in the music and the arts, Washington Episcopal School created the Spirit Award which recognized "outstanding contributions exemplifying the philosophy of the School, caring for others and respecting the integrity of the institution, its people and traditions."

However, increased clarity and a more tangible methodology was given to promoting this goal of character development when the director of the school attended a conference at Kanuga in North

Carolina during July 1991 which focused on "Educating Children for Moral Living." Shortly before school began that fall the director presented a two-day workshop to the faculty sharing not only the content of this week-long conference, but her enthusiasm and commitment. Goals and values that were embodied in the school philosophy were supported and more clearly defined by the presenters at this conference. An approach to character development as well as behavior management for the school began to take shape with a recommitment to a philosophy that included moral education as defined by Gutmann (1987):

> "A conscious effort shared by parents, society, and professional educators to help shape the character of less well educated people."

The plan formulated by the school combined two approaches described by Gutmann as Conservative Moralism and Liberal Moralism. We aimed to teach children to behave morally by setting standards and teaching by example, but the process centered around the concepts of participation and discussion used to apply the rules and principles of cooperation, trust, community, autonomy and self-reliance. The following concepts became commitments for the faculty and program at Washington Episcopal School. They have served as our foundation for moral education since that time.

(1) "Teachers can fashion the school environment, set expectations, and provide moral instruction to channel the natural inclinations of elementary schoolers toward socially constructive ends - and so toward further development." (Lickona)

(2) The school must foster the growth of the capacity of the child to think, feel and act morally. Moral maturity requires knowing the good, desiring the good and doing the good.

(3) The school must become a moral community based upon fairness, caring and participation, a moral end in itself, as well as a support system for the character development of each individual student.

(4) In a democracy, moral education must reflect the basic values of the Constitution. It must be based on free speech, protection of individual rights, checks and balances, and justice.

(5) Democracy is faith in the power of pooled intelligence; it is not a form of government, but a way of life. (Dewey)

(6) Participatory democracy increases the sense of responsibility and sense of a caring community in the school setting. (Kohlberg)

(7) Standards are qualities necessary for socialization of aggressive and destructive behavior. (Kagan, etal)

(8) The role of the teacher is to "model integrity, curiosity, responsibility, creativity, and respect for all persons as well as an appreciation for racial, cultural, and gender diversity." (NAIS Principles of Good Practice for Teachers and for Supervisors of Teachers in Independent Schools)

(9) Natural or logical consequences are developed based upon Rudolf Dreikurs teaching to help reinforce the standards and

principles agreed upon and to help develop problem-solving skills.

Thus, the school reaffirmed its commitment to developing character and mutual respect in its students; to do this by using democratic principles and by creating a democratic climate; and to set standards for behavior. The most critical aspect of this plan was the decision to try to move the locus of disciplinary control from authority or external figures in the direction of the students own of internal control, based upon their own moral judgment. A system of accumulating demerits which resulted in detention for infraction of school rules was discontinued. While this system had been found to meet with little success in changing students' behaviors, it was the source of significant fear and tension in younger students. The practice of placing a students name on the board as a warning or notice of punishment was also terminated, now viewed as shaming and thus not conducive to promoting self-esteem.

School Standards:

The school Honor Code, originally written in 1989 was rewritten in simpler format to be easily understood by even the youngest children (see Exhibit 1). The Honor Code establishes clear standards for behavior in the school setting. Each child in kindergarten through sixth grade received a copy of the Honor Code to sign themselves. It was then taken home for parents' signature and returned to school for the teacher's signature. The Honor Code is considered to be the Constitution of the school, to be followed by the entire school community. In essence, it is a covenant between the members of the community.

Class Constitutions:

Each classroom is itself considered to be a microcosm of a democratic community. As such, during the first week of school each class writes its own constitution following lengthy discussion and a vote by class members and the teacher. Principles of the constitutions are stated in a positive manner. The constitution is signed by each member of the class and a copy posted in the classroom. Constitutions may be amended after a formal class discussion and vote. A copy of the class constitution is sent home with each student for parents to sign. When the principles of the constitution are established, discussion takes place to determine the consequences if a principle has been broken. These consequences are based upon the system of logical consequences developed by Dreikurs.

Class Meetings:

Class meetings are scheduled weekly or more frequently if needed. They are designed to provide a continuous forum for promoting cooperation and mutual support, for planning time and activities, and for solving problems in a democratic way. Class meetings teach social skills (such as listening, taking turns, hearing different points of view, negotiating, communicating, helping one another, and taking responsibility for one's own behavior). They reinforce academic skills (oral language, attentiveness, critical-thinking skills, decision-making skills, and democratic procedures) and offer a sense of empowerment to the student. Class meetings offer opportunities for praise, planning,

and problem-solving; the three P's.

Student Council Meetings:

Meetings are held at lunch time on a bi-weekly basis, bringing together student representatives from kindergarten through sixth grade to discuss a schoolwide agenda using the same principles as the class meetings. The students attend on a rotating basis to ensure the participation of all students. Topics on the agenda may be brought up by the student representatives following discussion in a class meeting or by the faculty.

Giraffe Board:

The Giraffe Board is placed in the school lobby displaying examples of activities throughout the world that involve "sticking out one's neck for others." Guest speakers who provide examples of community involvement and caring are also invited to speak in assemblies. Classes share the responsibility for posting "Giraffe" activities on a rotating basis.

Outreach Activities:

Class meetings are used to discuss and choose outreach activities that help the children show concern and caring for others. These activities are scheduled around holiday periods such as Thanksgiving, Christmas, and Easter and focus on activities that allow direct participation by the children.

Logical Consequences:

Common forms of punishment or discipline have focused on a fear of getting into trouble as motivation to do the right thing, rather than teaching students self-discipline. Our old demerit

system, putting the child's name on the board, sending the student to the principal or office, or humiliating them with a reprimand in front of their classmates were such techniques. Students' behavior changes were shortlived or only occurred in the presence of an authority figure. However, the goal that the child can internalize the sense of doing the right thing even when there is no adult present is more rewarding. The use of consequences rather than punishment gives children the opportunity to see the connection between their own acts and what follows and finally to learn from that pattern. Consequences can be considered non-punitive solutions that logically follow the behavior. Nelsen, Lott and Glenn (1993) highlight the four "R's" of logical consequences originally proposed by Dreikurs (1964). To work effectively, logical consequences must be:

1. Related - The consequence is directly related to the behavior. EX: Children are required to use their recess time to complete unfinished homework.
2. Respectful - Enforcing the consequence with dignity and respect. EX: "Would you like to make up your homework during lunch recess or right after school?"
3. Reasonable - Don't add punishment to the consequence.
4. Revealed - Consequences should be known in advance.

Implementing the Democratic Classroom

The two cornerstones of the democratic classroom are writing the class constitution and conducting regular class meetings. Writing the class constitution is an important activity that takes place over the first week of school.

Writing the Class Constitution

That writing the class constitution is serious business is stressed during the first day back to school. After a formal opening assembly conducted by the school's director, students at Washington Episcopal School get down to the serious classroom business of agreeing upon how they will live together for the year. We begin with a discussion of why it is important to set goals or ideals that everyone will strive to follow. Students then fill out a two-part questionnaire that asks them to list specific actions that make a person a responsible classmember and then to list those acts that exemplify being kind in the classroom (see Exhibit 2). Once students have completed their list, they are asked to prioritize these acts.

Student responses on the questionnaire tend to be very specific. An informal content analysis is included with this paper (see Exhibit 3). Generally issues of classroom neatness, following classroom procedures, and obeying school rules fall into the first category of "responsibility", while concerns for respect, fairness, personal safety, and emotional well-being emerge under the second category of "kindness".

Cooperative learning strategies are next used to help build toward a general consensus of what will constitute the ideal classroom. First, each child works with a partner in a think-pair-share format to compare and discuss his or her ideas. Following this activity, the students are grouped in a roundtable format by fours to come up with a group list that will be shared with the

full class. During this part of the process, students are asked again to prioritize their ideas. Each group chooses a spokesperson who is responsible for presenting to the full class the group's consensus.

Building a working document that represents a rough draft of what will eventually become the class constitution begins during the next phase. Generally the group with the greatest number of ideas begins first and is asked to report its top two ideas. These are listed by the teacher on a large piece of paper. All groups report out their top two ideas, unless these have been stated, at which point they move on down their list. The roundtable goes on until all ideas have been exhausted either by their being listed or being discarded as either redundant or inappropriate. Clearly at this point it is better to include too much than too little. The later student editing process will work to remove the excesses. At this point the document is put away for the day and students go on to other classroom activities.

Day Two begins with the class returning to work on their evolving document. Students are asked to review the prioritized items. During this part of the process, students will decide to reprioritize some items, remove others, reword still others, or combine two separate items into one general principle. This year's fifth graders decided their original list of ideas fell into three broad categories: classroom, classmates, and all-school. They clearly wanted to write the final document using these categories as a basic format.

In forming the final class constitution, the group came up with three general positive statements, one for each category, and then under each a series of specific ways to implement or enact each positive goal (see Exhibit 4). It is important to state that while we may all believe there are certain ideas toward which each classroom should aspire, there is no ideal way of stating these. Certainly, giving students the opportunity to participate in all phases of the process increases their ownership and responsibility for living by the finalized document regardless of its form.

Day Three begins with students discussing the issue of consequences. The emphasis is on the positive gains in classroom harmony and learning to ensue from living within the established ideals of responsibility and kindness. This year Washington Episcopal School is working under a schoolwide point system that awards a rating of 1-10 to each class based upon student performance with special teachers (music, physical education, French, science, and religion). As part of the system classes earn rewards based upon their accumulation of 1000 points. The fifth grade decided to tie in with this larger system and include inclass ratings in four categories (opening, hall, lunch, and closing). The group agreed the extra categories biased the 1000 point goal and so the class decided to work toward a weekly average. When this average had been reached six times (not necessary to be consecutive) the group would be rewarded with a pizza party. Working together students also agreed on positive consequences for individual performance: lunch with the teacher, the use of a

special chair in the classroom, and privileges for playing boardgames during recess.

Not only did the class decide on positive consequences for full class performance, but students also worked to agree upon a system of negative consequences that was fair and enforceable. Everyone agreed the following escalating system was legitimate and fair: warning, timeout in classroom or hall (depending on severity); lost recess (10 minutes mandatory if sent out of class); office with call to parents; and Friday detention. The last step of detention is for extreme or repeated examples of disrupting class, arguing with another student or teacher, refusal to follow directions, cutting class, or fighting.

During Day Four students review a typed draft of what has been formatted and voted on during the previous three days. We take time to compare the draft of the first day's lists and the second day's reworking of suggestions. When students have fully commented on the draft and agreed to its tenets, it is reproduced and a copy is sent home, along with a statement of Washington Episcopal School general policy, for each student and his parent(s) to sign.

When all students have returned both signed documents, we have a formal celebration and signing of our classroom copy of the constitution. Each student is called forward and signs his or her name. The document is prominently displayed in the classroom throughout the year, and a s you will see frequently referred to in class meetings.

Making Class Meetings Work

The process of writing the class constitution becomes the model for the class meetings to follow. Clearly, the atmosphere must be orderly and respectful; but at the same time, there must be room for discussion and the give and take that is necessary for consensus building. Classroom teachers have two options: to schedule a regular segment of time weekly for a meeting or to use a more ad hoc arrangement, being careful not to go beyond two weeks without a meeting. This year, fifth grade scheduling restrictions have forced use of the ad hoc model.

The success of problem solving during the first class meetings is critical to how useful these meetings will be throughout the year. This year's first meeting dealt with students' reaching agreement on the average that would be used to earn pizza party points. The meeting was held after one full week of school. The students learned that after averaging all special and classroom points earned for the week, they had come up with a "7". The meeting's question: was "7" to be set as the weekly goal or did the class wish to set a higher, or even a lower goal average. Quickly, the students compared a "7" to 70% on a test, or a "C" in the school's grading system. To be satisfied with average or just passing behavior was discussed. Someone suggested a "9" would be a better measure of class behavior, but further discussion and a quick math lesson from one student convinced the class that they would work all year and never see a pizza party. The group finally

agreed on a rating of "8"; and while they recognized this first week they did not earn any special recognition, they felt confident they could reach the goal the following week. (Working with an average of "8", students took nine more weeks to earn the pizza party.)

Overall, class meetings this year have focused on three areas of concern: problem-solving, housekeeping, and recess. The first concern of problem solving is clearly the most important, and here issues can be divided into procedural and behavioral. Two meetings early in the school year discussed procedures for student lockers and lunchtime policy. For the first time Washington Episcopal School students in fifth grade have lockers. After much discussion students agreed that lockers should remain unlocked and privacy rules covering respect for the contents of desks should extend to lockers. It was agreed that abuses would be dealt with within the guidelines of the constitution and that the entire policy reviewed if abuses were numerous. To understand the students' decision regarding lunchtime one must know that at Washington Episcopal students eat in the classroom with their teacher. Students voted in a close contest to eat with the overhead lighting off, unless the day was especially dark or cloudy. The vote on this rather mundane concern brought into sharp focus, however, the question of minority rights. Clearly some students did not like the decision, and the class agreed that one day a week the lights would remain on.

Problem solving behavioral concerns has also been the subject of class meetings. Early in the year, the students became very frustrated with failing to reach the magic "8" because of consistently falling short on Thursdays. The students met and brainstormed why Thursdays were so bad for them. After analyzing their day, they agreed that the rigorous academic schedule on Thursday and the lack of physical education classes made it difficult to stay focused. Together we worked out a revised schedule as well as a way to earn an extra ten minutes of recess as ways to make Thursday work better.

Another behavioral concern this year has become several nasty exchanges of name calling. While students whole-heartedly agreed that such behavior fell within the realm of the class constitution, they saw that there were no appropriate consequences for the abusers. Together students decided on a system that included a public apology, letter or note, and an act of kindness as ways to remedy the situation. Students have also used the class meeting format to help individual offenders in playground arguments come to terms with their anger. During one especially mean exchange a student's watch was broken. A class meeting helped the two youngsters involved agree to split the cost of repair to the watch as a means of acknowledging the complicity of both offenders in precipitating the argument.

Class meetings are also regularly used to consider a number of housekeeping issues. These include planning fundraising events as part of the school's various outreach programs. Currently the

fifth grade is working on raising money to buy percussion instruments for Washington Episcopal's sister school in Honduras. During these class meetings, class representatives to the school council also make their reports.

A final use for class meetings, and one that is certainly ad hoc, involves recess issues. Washington Episcopal School is an independent school set abruptly within an industrial park. Outdoor recess space is limited, and indoor recess space is practically nonexistent. Students regularly use class meetings to discuss how best to use this space. One recess concern was swing use. Students worked hard to devise a fair and equitable procedure so that everyone could use the swings. Interestingly, when they saw the difficulty administering the procedure, they eventually gave up its use and have reverted to the original first-come informal arrangement. Other issues have involved game choices, equipment responsibility, and scheduling.

As indicated before, fifth grade class meetings this year have followed the ad hoc model. This looseness has also imprinted their format. Usually, however, a few general rules are followed. We begin with thank you's and positive thoughts. If the meeting is held on a Friday, each student is complimented for something good he or she has done during the week. An agenda is usually written on the board if more than one issue is to be discussed. While the meetings are teacher led, there is plenty of room for student input and reporting. An agenda of our most recent meeting included: (1) late arrivals and how to encourage promptness; (2) outreach fund

raising; and (3) housekeeping -- class jobs and changing seating assignments. Of these issues,the class focused most on problem solving to find ways to improve how our day begins. Students agreed that arriving late causes disruptions and lost academic time. Special incentives were discussed for students who are consistently ready to start on time each day. These would include commendations and/or special homework passes.

General Considerations

This is the second year this teacher has used the class constitution and class meeting to link democracy and discipline in the classroom. The process continues to evolve, as well it should, just like democracy itself. The first year's group of students truly tested the theory. They, in fact at one point, revolted and tore up their constitution convinced they did not have the discipline to live under the very rules they had agreed upon. Yet, quickly they discovered they could not live without some rules, and the rules and consequences they made were easily more agreeable than those imposed from some outside source (see Exhibit 5). It took that group a long time to believe in itself and its worthiness but clearly by the end of the year they had gained some measure of self worth and confidence from the experience of democratic living and working together.

Each class at Washington Episcopal School writes its constitution. Each document is uniquely that class's. Several other class constitutions have been included with this paper (see Exhibits 6, 7, 8, and 9). There are clear similarities both in

form and content. Generally the documents are short, encompassing roughly five agreed principles. These usually cover the following issues: fairness, respect, kindness, discipline, and safety. Normally all students sign the agreement in a formal way, and each constitution is displayed prominently in the classroom.

Role of the School Psychologist

In order to introduce any new program into a school or school system successfully, a commitment must be made by the administration. While the program may be initiated from the "bottom" up, without the support of the administration the program will not be given the time or encouragement to succeed that it needs. In this sense, the introduction of this new "moral climate" and methodology to Washington Episcopal was easily set in motion. However, it is the school psychologist who is in a position to make sure that this movement towards change is continuous. The psychologist can provide support and information in several areas and attempt to insure the community's positive attitude and support. First, the psychologist can educate the parents about the program. Information and discussion about the class meetings, and use of logical consequences at school as well as home can be shared with parents during Back-To-School night, in letters and newsletters, in phone discussions which answer individual questions, and in small, grade-level coffees. All of these formats were used to introduce our parents to the program.

Second, teachers can be supported in initiating a new program in many ways. Models of class constitutions can be circulated providing a visual example. Of course, photocopying the written constitutions is always helpful since teachers have little time for this type of activity. Just sitting in or participating in the discussion surrounding the development of a class constitution can be beneficial for both psychologist and teacher. There are also opportunities for the psychologist to participate in or run a class meeting for problem-solving.

Third, the psychologist can be helpful by encouraging individual students to share their concerns before the class during a class meeting. The class meeting can also be used by the psychologist to discuss a problem an individual student is having. Depending on the circumstances the individual may or may not be present. This gives the class as a group the opportunity to provide support or feedback for that child in a respectful and reasonable manner.

Fourth and perhaps most important, the class meeting is an opportunity to create change in a large group of students and teachers. Because all psychologists, even those in small, independent schools, would like to have more hours in their day, this model offers a means of modifying the entire climate of the school so that teachers and students feel empowered to solve their own problems and not come directly to the psychologist. In the

true consultation model, the psychologist can help to facilitate the interactive and problem-solving approach that this philosophy entails and effectively help the entire school as one empowered client.

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Exhibit 1

WASHINGTON EPISCOPAL SCHOOL

Honor Code

I, _____, believe that the students of Washington Episcopal School are proud and responsible. They respect themselves and others and help to make our school a fine place.

Our goals encourage us to:

* Care about the feelings of fellow students and adults.
* Help protect the environment.
* Know what is right and what is wrong.
* Feel good about ourselves and our accomplishments.
* Meet high standards for behavior.

We continue to grow in self-confidence and self-esteem by following the ideals of our Honor Code:

I tell the truth. I am truthful about my words and my actions.

I am honest with my work. I am fair to others and honest to myself. I am honest about my schoolwork; it is my own and not copied from books or other people's work.

I show respect and caring for others: I participate in school activities with kindness and cooperation. I try my best. In competition, I try hard to win but I remember to show good sportsmanship.

I respect the property of others: I use or take only what is mine. If I use other people's property I have their permission.

I pledge my best effort to meet these goals throughout the coming year.

_____ _____

Date Student Signature

We have discussed the WES Honor Code and pledge our best effort to live according to these goals and provide support to _____ to meet his/her goals during the coming year.

_____ _____

Date Teacher Signature

_____ _____

Date Parent Signature

P.O. Box 39182 • Washington, D.C. 20016 • (301) 652-7878

Exhibit 2

Ideal Classroom Questionnaire

An ideal, like a goal, is what individuals strive toward. In the ideal classroom, two important aspects are responsibility and kindness. Use the space below to list your thoughts about what it means to be responsible in the classroom and what it means to be kind.

Being a responsible member of a classroom means:

Being kind in the classroom means:

When you are finished with both of your lists, go back and put numbers beside your ideas in order of their importance to you.

Exhibit 3

Content Analysis

Ideal Classroom Questionnaire

<u>Being a responsible member of a classroom means</u>:	
Keeping the classroom neat and orderly	x x x x x x x x x x
Doing your job	x x x x x x x x x x
Following directions	x x x x x x x
Doing your homework	x x x x
Not cheating	x x x x
Not talking out	x x x
Raising your hand to talk	x x
Doing your best	x x
Not running in halls	x x
Getting to school on time	x
Replacing broken items	x
<u>Being kind in the classroom means</u>:	
Being helpful	x x x x x x x
Not hitting	x x x x x x
Not teasing	x x x x x x
Respecting the teacher	x x x x x x
Practicing the Golden Rule	x x x x
Not stealing	x x
Not losing your temper	x x
Being fair	x

Exhibit 4

CLASS CONSTITUTION

1. Respect each classmate's property, feelings, personal space, and work.
   How: Treat each person equally; be fair.
   Keep hands and feet to self.
   Always ask before using someone's property.
   Be considerate and kind in your remarks to classmates; don't tease.

2. Follow all teacher directions and obey all school rules.
   How: Raise your hand and wait to be called on before speaking.
   Have all materials at your desk and be ready to begin working at 8:20.
   Stay in your seat during full class discussion.
   Use a low voice and always walk when in the halls.
   Respect all playground rules.

3. Always do your best.
   How: Turn your homework in on time.
   Do your own work; don't cheat.
   Perform cooperative work tasks to support the group.

Consequences - - Positive

Class: pizza party after no less than six weeks,* Friday bingo, or extra ten-minute recess on Thursday pm.
Individual: lunch with teacher at desk, the rocker for reading, special praise, first for board games.

Consequences - - Negative (in order)

Warning
Time out - in classroom
- in hall (fill out behavior log)
Lost recess (10 minutes) mandatory if timeout out of class.
Office with call to parents
Possible Friday detention (1 hour) after consultation with Dr. Bien for extreme or repeated examples of the following: disrupting class, arguing with another student or teacher, refusal to follow directions, cutting class, fighting.

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*pizza slices to be awarded on basis of earning an average of ( ) or better from special teachers and for classroom merit (opening, hall, cooperative work, lunch, and closing).

WASHINGTON EPISCOPAL SCHOOL

CLASS CONSTITUTION OF 5A
(October 22, 1992)

RESPONSIBILITIES	POSSIBLE CONSEQUENCES
1. Respect the speaker by listening, not interrupting and raising hand	Student will be given a maximum of two warnings, then be sent out of class or to the office. If sent out of class, 10 minutes of their recess will be taken away. If sent to the office, a parental notification letter will be completed. A second letter will result in a parent conference.
2. Respect the other person's property and body	A special act of sincere kindness will be required. A written assignment may be required as well. A detention may be arranged.
3. Be considerate of other people's feelings	Same as #2
4. Try to complete all assignments on time.	Homework that is not completed without a written parental note will be completed during recess.

I will do my best to follow our class constitution and understand and accept the consequences of my actions which violate it.

_____
Name of Student

I have read and discussed this constitution and its consequences with my child.

_____
Parent

Please return to Mrs. Stern on Monday, October 26.

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Exhibit 6

Sample Constitution

First Grade

Be kind.

Work together.

Be neat.

Walk in the building.

Work and play safely.

Respect school and personal property.

Be a good listener.

Exhibit 7

Sample Constitution

Third Grade

Play and work safely.

Respect and be kind to each other.

Respect the Honor Code.

Exhibit 8

Sample Constitution

Fourth Grade

Obey the Golden Rule.

Be respectful of property and person.

Be quiet when others are speaking.

Be friendly.

Be responsible.

Be truthful and honest.

Obey school and class rules.

Exhibit 9

Sample Constitution

Fourth Grade

Be polite.

Keep unkind words to yourself.

Look on the positive side of life.

Help people.

Work out your problems cooperatively.

Criticize in useful ways.

Avoid small irritating behaviors.

Always push in your chair.

Keep hands and feet to yourself.

Help anyone who has fallen.

Plus Rules To Get Work Done

Keep quiet when working.

Do what you have to do before the work period.

Avoid being a distraction.

Listen to classmates.

Raise your hand before talking.

Take your time in your work.

Concentrate on what you are doing.

Try your best; don't give up.

Exhibit 10

Strategies for Behavior Management

I. Class Constitutions to establish standards and expectations for behavior.
   A. Discuss consequences both positive and negative.
   B. Have all children and teacher sign.
   C. Send a copy home and have parent(s) sign.

II. Use of weekly (or more frequent) class meetings.
   A. Praise, planning and problem-solving.
   B. Concept of moral education to develop the 4th "R" - Responsibility

III. Use of logical consequences.*
   A. Carefully consider consequences as both positive and negative feedback.
   B. Set the consequence up beforehand so that the child has a choice. For example, when a child makes noises that interrupt the teaching environment, the choice for the child is one of participating appropriately so that s/he may remain with the group, or leaving the group for a time out so that the teaching can continue.
   C. Always praise a child when s/he has made a good choice.

IV. Behaviors to be continued or increased should be met with positive consequences.
   A. Tangible rewards or consequences can be used if necessary, such as points, stickers, tokens, extra recess, free time, no homework, class parties, etc.
   B. Less tangible rewards should be used whenever possible first. These include a smile, praise, pat on the back, a position of leadership, special responsibility, note home.

V. Behaviors to be eliminated or decreased should be met with negative consequences.
   A. Ignore the behavior.
   B. Use time out.
   C. Use a logical negative consequence.

VI. To establish a behavior that does not occur.
   A. Model the behavior: use an example, point out a student who exhibits the behavior.
   B. Shaping: reinforce attempts or steps towards the behavior: i.e., "I know you tried hard to walk in the hall and you did quite well in the beginning."
   C. Role playing: For example, have the student show you another way to get help or attention.

*VII. More on logical consequences.
A. What follows an action will either increase the chance of it occurring again or decrease that chance.
B. The difference between logical consequences and the reward/punishment concept is that it gives the responsibility to the child to choose what will happen because s/he knows the consequences in advance.
C. Some consequences are clear (i.e., good work - good grade) will others need creative thinking and individuation.
D. Examples:

Behavior	Consequence
Damage or breaking of an item	Repair or replace the item
Disrupt a class after a warning.....	Time out of the room
Fail to complete classwork (assess reason)	
if child worked hard.....	Reduce expectations/assignment
if played around, daydreamed.....	Do for homework/at free time
Forget P.E. clothes.....	Take part of class time to write a note for teacher, child and parent to sign.
Cut a class or have many time outs.....	Make up missed time on Friday (1 hour detention)
Talk or leave seat when directions are being given.....	Write the directions on board during free time

VIII. Transition Periods
Students often have difficulty when moving to a new class or at the beginning of a special subject.
A. Set up 1-3 simple guidelines (behavior standards) for the class, i.e. getting ready for instruction quickly, listening, participation, courtesy, etc.
B. Evaluate the class on these points at the end of each period.
C. Possibly set up a point system (rating of 0-10 points) for the class as a whole.
D. Report to homeroom teacher in front of the children how the class rated.
E. Points can be recorded and tallied either by special or homeroom teacher.
1. Special teacher can note class with most points in Thursday bulletin each week or
2. Homeroom teacher can keep track of class points and establish a reward with class when they attain a set number of points (i.e. 1000).